DOCUMENT RESUME

ED 117 925 88 EC 081 448

TITLE	Project FAST: [Functional Analysis Systems Training]: Adopter/Facilitator Information.
INSTITUTION	Essexville-Hampton Public Schools, Mich.
SPONS AGENCY	Bureau of School Systems (DHEW/OE), Washington, D.C.
PUB DATE	75
NOTE	21p.; For related information, see EC 081 446 and 449
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS	*Delivery Systems; Exceptional Child Education; *Learning Disabilities; *Program Descriptions; Program Design; Program Effectiveness; *Regular Class Placement
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; *Project FAST

ABSTRACT

Presented is adopter/facilitator information of Project FAST (Functional Analysis Systems Training) to provide educational and support services to learning disordered children and their regular elementary teachers. Briefly described are the three schools in the Essexville-Hampton (Michigan) school district; objectives of the program; program inputs, processes, and outcomes; and program schedule. Reported are program outcomes such as statistically significant increases in reading and mathematics acheivement levels, a decrease in discipline problems, and expansion of the program to 201 classrooms in the Bay City, Michigan, area. Also presented are criteria to be used in the selection of adopters including required target population characteristics, staffing requirements, instructional material requirements, financial resources, and training required of adopters. Part 2 focuses on facilitator information including a listing of available awareness material (such as a film on Project FAST), product and process objectives, criteria to be used in the rejection of adopters (such as lack of administrative support), demonstration/visitation capability, training capability, and training schedule. (DB)

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PROJECT FAST

ADOPTER / FACILITATOR INFORMATION

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HOME SCHOOL

a Developmental Learning Program

A DEVELOPER - DEMONSTRATOR PROJECT

UNITED STATES OFFICE OF EDUCATION

A DEMONSTRATION SITE

MICHIGAN DEPARTMENT OF EDUCATION

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EC081448

PART ONE: ADOPTER INFORMATION

TITLE OF PROGRAM:

FUNCTIONAL ANALYSIS SYSTEMS TRAINING (FAST)

CONTENT AREA(S) DESCRIPTORS OF PROGRAM:

Primary subject matter(s)

Moderate and severe learning problems or disabilities in the areas of reading, language, speech, vision, motor coordination, audition and social/emotional development.

Population descriptors

Kindergarten through sixth grade.

Process descriptors

Observing students, diagnosing learning problems, programming for students, via a prescriptive process, organization of the classroom into learning centers or activities, utilizing a tri-module support system and involving parents in prescriptive program.

DIRECTOR OR PROGRAM/CONTACT PERSON

Mr. Herbert Escott, Project Director
Mrs. Sonja Tweedie, Project Dissemination
Mrs. Janice Miller, Reading Consultant

LOCATION OF D/D PROJECT SITE

Project FAST
Essexville-Hampton Public Schools
303 Pine Street
Essexville, Michigan 48732
(517) 893-4533

SOURCE OF [illegible] FOR DIFFUSION/ADOPTION EFFORT:

ESEA Title III, 306

PROGRAM START AND APPROVAL DATES:

Development starting date: 7/1/71
USOEDRP approval date: 1/15/75
Diffusion starting date: 8/75

TARGET POPULATION(S) ON WHICH VALIDATION WAS BASED:

Total number students served: 1,100 In Area: 2,200

Locale: 25% Rural 75% Suburban 0% Urban
Rural: 20% Farm 80% Nonfarm Urban: NA

Sex: 55% Male 45% Female

Ethnic background:

American Indian 0%	Black/Negro 2%
Oriental/Polynesian 0%	White/Caucasian 97%
Mexican American 1%	Puerto Rican 0%
Other _____	

Socio-economic level based on average family income:

Low income (less than $4,000.00) 15%
Middle income ($4,000.00 - $15,000.00) 60%
High income (more than $15,000.00) 25%

Total number of schools involved: 3

In area: 3 Elementary 1 Jr. High 1 High School

Type of school: Elementary

Grade(s) developmental level(s): Kindergarten through 6th

BRIEF DESCRIPTION OF CONTEXT/LEARNER UNIT:

Community:

The Essexville-Hampton School District is adjacent to Bay City, Michigan, pop. 50,000, in the County of Bay, pop. 117,000. The city of Essexville, pop. 5,000, is a middle-income residential community; the remainder of the school district encompasses a large rural area. There are three elementary schools, a junior high, and a senior high in the district. A parochial grade school also serves the attendance area.

Schools:

Project FAST is housed in three elementary schools: W. R. Bush, Viola Verellen, and Hughes Elementary. There are 41 certified teachers of which 33 have been trained and 28 have volunteered to be a part of the developer/demonstrator process.

Student Characteristics:

A survey of the school system, prior to the project, indicated that 20 to 22% of the students had varying degrees of handicaps and learning problems. Of the 1,100 students who have been beneficiaries of Project FAST, 175 students have been identified as having one or more learning problems.

Learner-unit:

Essexville has a 25 to 1 ratio, therefore classrooms ranged from 20 to 30 students per teacher. Teachers had assistance from an instructional aide 2 1/2 hours per day.

LEARNER-BASED GOALS/GENERAL OBJECTIVES OF PROGRAM:

(not necessarily stated as well-formed behavioral objectives)

To demonstrate an instructional system which accommodates the individual needs of students with varying abilities and handicaps within the regular classroom.

To prescribe an educational program tailored to the individual needs of students with learning problems.

To utilize learning centers so that students will have an opportunity to manage their own behavior.

To improve the academic achievement of students with learning problems.

To participate in parent-student-teacher conferences to facilitate a student's progress.

OTHER GOALS/GENERAL OBJECTIVES OF PROGRAM:

To demonstrate a delivery of support services to the mainstream teacher to assist with classroom organization, behavior management, identification of learning problems and implementation of educational prescriptions.

To involve the community to take an active, continuous and supportive role in the educational process.

To improve the professional satisfaction of teachers toward their role and their attitude toward the students with learning problems.

NARRATIVE DESCRIPTION OF PROGRAM:

Rationale:

Teachers and principals often became frustrated when students with learning problems required the services of a specialist, e.g. reading consultant, school psychologist, etc. There was usually a period of two weeks before the specialist could schedule time to get to the school to see the student, and then another two weeks before his recommendations were sent back to the school. A serious problem which existed was the inability of the teacher and principal to carry out the recommendations of the specialist. Now specialists visit each classroom at least once a week, and the specialists' recommendations for treatment are made in the context of the teacher and the classroom setting. An educational program can begin immediately, making this service a more effective and economical use of specialists.

Inputs:

As with any program new and different from the usual, teachers and administrators must be open and receptive to change.

It is essential that the administration be committed to the developmental learning philosophy and to the implementation of project ideas and methods.

Services from the Intermediate District can accelerate and help assure success of the project.

Process:

In order to successfully implement FAST's instructional and support system, teachers and other school personnel must be trained in the understanding and application of the nine basic teaching tools:

1. Observing how students go about learning.
2. Analyzing what each task really demands of a student.
3. Deciphering the developmental level of the various skills a student needs to build for successful learning.
4. Prescribing the educational program a student needs next for his development.
5. Organizing the classroom to promote active participation in learning.
6. Helping students to direct their own behavior appropriately.
7. Applying support help meaningfully.
8. Sharing teaching concepts and strategies so more students are helped.
9. Teaming with parents to provide their children consistent opportunities for development.

Through implementation of these nine basic tools, an on-going diagnostic-prescriptive-evaluative process evolves.

Outcomes:

The full innovativeness of FAST is that it is a total comprehensive delivery system which accommodates almost all students, fast and slow, in progressing

toward optimal functioning in the regular classroom learning environment in an ongoing diagnostic, prescriptive and evaluative process.

PROGRAM SCHEDULE:

Teachers in the program utilize learning centers during the major portion of each school day.

The reading consultant, speech pathologist, learning disabilities specialist and school psychologist are in each school building one day each week.

NARRATIVE DESCRIPTION OF SIGNIFICANT/ MEANINGFUL OUTCOMES OF PROGRAM:

Expected, learner-based:

The achievement levels in both reading and mathematics are statistically significant to the .01 level for those students receiving a high level of implementation of project ideas and methods.

Valid educational programs to the individual needs of specific students with learning problems or disabilities were implemented in 20 cases in 1971-72, 79 cases in 1972-73, 149 cases in 1973-74 and 175 cases in 1974-75.

Sixteen special education (Type A) students have been phased out of special education classrooms and mainstreamed into regular classrooms. Four students remain in special education classrooms. Each are on FAST prescriptions.

Parent-child-teacher conferences were held for over 90% of those students on prescription.

Because of an activity centered classroom environment, students themselves cannot discern which of their peers have been designated as having a learning problem or disability.

Expected, nonlearner-based

Specialists have taken on a more consultive support role with more responsibilities delegated to the teacher.

Referrals to the school psychologist (which are usually

to certify students for special ed.) have dropped from 35 to 19 to 5 over a three-year period.

Parent interest groups have held meetings on the hyperactive child, visual problems, reading development and general child development on a regular basis.

Other, unexpected outcomes:

Principals report that the number of discipline problems referred to them has decreased dramatically since the institution of the FAST program.

Teachers have a more open attitude with the children and their parents and are more willing to seek support or help as the need arises.

School and classroom doors are open more now, and parents, community members, and others are frequently in one class or another. Principals feel that this reflects increased pride and confidence on the part of the teachers.

Principals feel that students are more responsible and self-directed than before FAST. They do not have to be told constantly what to do, and thus are able to form closer and better pupil-teacher relationships. Teachers are thus more able to maximize each child's potential and to define potential problems and deal with them before they become difficult.

A parent group on hyperactivity has developed and written a Handbook for Parents and has produced a video tape.

As a result of our developmental learning program, a new report card form was adopted by teachers and parents.

Teachers were instrumental in obtaining a program-facilitating schedule change to include more planning and in-service time.

Two hundred and one classrooms in the Bay-Arenac Intermediate School District have adopted or adapted the program.

CRITERIA TO BE USED BY DEVELOPER-DEMONSTRATORS IN THE SELECTION OF ADOPTERS:

The prospective adopter district must go through a process of identifying and clarifying its own goals, needs, and objectives.

Implementation procedures are geared toward districts whose administrators are prepared to adopt a developmental philosophy.

Teachers and other personnel should be allowed to decide whether or not to volunteer to participate in the program. Their participation should not be imposed on them by administrative mandate.

The administration of the prospective adopter district, including board members, superintendent and principals, must be ready to demonstrate their intent to adopt the Project by supporting it through their own emotional investment and active participation in it.

The prospective adopter district will be prepared to make financial commitments for equipment and supplies, plus ten days of time for three or four of their personnel to attend a workshop to learn how to serve as a facilitator.

TARGET POPULATION CHARACTERISTICS REQUIRED FOR ADOPTION:

Grade(s)/development level(s):

Elementary level/fast, normal and slow learner (students with learning problems or disabilities).

Locale, % of boys/girls, ethnic background, socio-eco.:

Not a factor, not significant.

POPULATION SIZE REQUIREMENTS FOR ADOPTION:

Trial, installation, institutionalization:

The pupil population size is not a factor. Any student:teacher ratio should be conducive to successful adoption (ideal - 25 to 18:1). Program is used in the regular classroom.

STAFFING REQUIREMENTS FOR ADOPTION:

Trial:

A facilitator to train other school personnel; existing elementary school personnel, specialists from school district or intermediate office (part-time aides can help accelerate program implementation), community resource consultants and parents.

Installation, institutionalization:

Existing school personnel, specialists, parents, and consultants.

INSTRUCTIONAL MATERIAL REQUIREMENTS:

Commercially prepared learner-use materials:

A variety of commercially-made materials are adaptable and can be utilized.

D/D prepared learner-use materials:

A variety of teacher-parent made games and supplementary learning materials are utilized.

Other instructional materials:

Newspapers, a variety of games, puzzles, crossword puzzles, etc.

FACILITIES REQUIREMENTS:

Any normal classroom facility. Rooms should be large enough to set up from five to seven learning centers or stations. Rooms equipped with plumbing, i.e. sink, is best. Proper lighting and temperature are important factors.

EQUIPMENT REQUIREMENTS:

Room dividers, tables, chairs (desks placed together can

also serve as tables), cassette recorders, listening stations (head phones), overhead projectors, record players, Language Masters.

FINANCIAL RESOURCES:

Start-up on a trial basis:

Pretraining visitation to project site (cost: substitutes to release teachers, travel and per diem).

In-service for local trainers/facilitators at project site (cost: travel and per diem for two-week session).

Equipment (cost will vary according to number of classrooms being served and amount of equipment on hand).

Instructional material - our intent is that the adopter district adapt and utilize their existing materials. Additional materials might cost up to $12.00 per child, dependent on existing materials.

Instructional and consultant services:

Module I: Most available, least expensive (mainstream teachers and building principals).

Module II: Less available, more expensive (school psychologists, speech pathologists, reading and l.d. specialists from school district or Intermediate Office).

Module III: Least available, most expensive (consultants and specialists from the community, e.g. physicians, optometrists, etc.).

Continuation on trial basis after first year:

Instructional materials and equipment: costs for additional classrooms entering the project in the second year (same as above), plus replacement of consumable materials and supplies and maintenance of existing equipment.

Instructional and consultant services: same as above. See Modules I, II, and III.

DESCRIPTION OF PROGRAM COMPONENTS:

The following describes the major components of the program. We believe that the components working together result in the success of the program.

These components, however, can be adopted independently:

Delivery System of Support Services:

Modules of school personnel who are individually capable of delivering ongoing specialized services to the individual child.

Developmental Learning:

Teachers learn how to identify and program for students with learning problems or disabilities.

Learning Centers:

Organization of the classroom into activity centers based on identified needs.

Individualized Instruction:

Teachers learn how to write educational prescriptions for students with learning problems.

Behavior Management:

Teachers learn how to help students direct their own behavior appropriately.

Task Analysis of Games and Activities for Enrichment and Reinforcement:

Teachers learn to identify what a task really demands of a student.

Crossage Tutoring:

A concept and strategy to help more students. Also other peer sharing methods, i.e. visiting other classrooms in the district, sharing ideas for games, etc.

Parent Involvement:

A variety of ways the school teams with parents to provide their children consistent opportunities for development: i.e. parent-teacher-child conferences, parent-made educational materials and parent interest groups.

DESCRIPTION OF PROGRAM STAGES:

It does not seem feasible to adopt, in stages, different parts of the FAST program.

If a component is to be adopted independently, the following stages would be indicated:

Approval and commitment of key decision makers, e.g. board members, administrators and key teaching staff.

Establishment of goals and objectives.

Training of facilitator and subsequently participating staff.

TRAINING REQUIRED OF ADOPTERS:

Preadoption training:

Visitation to project site by representative group of staff from adopter district.

Total participating staff will go through a Decision-Making process to determine goals and objectives at adopter site.

Training:

A two-week training session at the project site for trainers/facilitators is necessary. During this two-week period, the trainers/facilitators will receive instruction in the basic program components (The Nine Teaching Tools, Developmental Learning, Support System, etc.).

PART TWO: FACILITATOR INFORMATION

TITLE OF PROGRAM:

FUNCTIONAL ANALYSIS SYSTEMS TRAINING (FAST)

LOCATION OF DEVELOPER-DEMONSTRATOR PROJECT SITE:

Mr. Herb Escott, Project Director
Ms. Sonja Tweedie, Dissemination
303 Pine Street
Essexville, Michigan 48732
(517)893-4533

AVAILABLE AWARENESS MATERIAL:

Type	Yes/ No	Cost/ Basis	Date Available to State Facilitator
A. Initial Awareness Brochure	Yes	--	Currently
B. Detailed Written Description of Program	Yes	--	Currently
C. Match/Mismatch Materials	No	--	--
D. Transportable Audio/Visual Presentation	Yes	--	Currently
E. Evaluation Report	Part of Brochure	--	--
F. Film: Project FAST	Yes	Rental $20.00	Currently
Report on Vision Conference	Yes	$ 6.00	Currently
V-Tape-Parent Hyperactivity Group	Yes	--	Currently
Hyperactivity Booklet	--	$ .25	Currently

AVAILABLE ADOPTION EFFORT MATERIALS:

Type	Yes/ No	Cost/ Basis	Date Available to State Facilitator
G. Letters of Accolade	Part of Brochure	--	--
H. Newsletters	No	--	--
I. Summaries of Adopter Research and/or Evaluation Reports	No	--	--
J. Description of the Adoption Process	Yes	--	Currently
K. Training Manuals (Process Package-How-To-Do Box)	Yes	$35.00	Currently
L. Overview of Training: Slide/Tape Presentation	Yes	--	Currently

LEARNER-BASED "PRODUCT" OBJECTIVES OF PROGRAM:

Children with learning problems or disabilities will receive an educational program tailored to their individual needs.

The academic achievement of students with learning disabilities will be improved. The level of reading and math achievement of students identified as having a high implementation of project ideas and methods will be significantly greater than those receiving a low implementation.

LEARNER-BASED "PROCESS" OBJECTIVES:

The project will demonstrate a model instructional system which accommodates the individual needs of students with varying abilities and handicaps within the regular classroom.

Project FAST teachers will implement the FAST system by:

a) Utilizing learning centers.
b) Individualizing instruction for students with learning problems.
c) Writing educational prescriptions for students with learning problems.
d) Participating in parent-teacher-child conferences.

Specialists (speech, reading, l.d., school psychologist) from the school district and the Intermediate District will be integrated into the support modules by working with and through the classroom teacher.

OTHER "PRODUCT" OBJECTIVES:

Teachers and building principals attitude toward their role and the vehicle serving the student with a learning problem or disability in their classrooms and buildings will be positive.

OTHER "PROCESS" OBJECTIVES:

Parents will share in the educational programming and prescriptions.

UNANTICIPATED OUTCOMES:

Potentially negative outcomes:

Problems such as resistance to change and lack of understanding of program were averted by the use of a monthly community newsletter and community meetings during the first two years.

Teacher job satisfaction remained high despite the admission that the program was "demanding" and "more work". A major concern was the extra amount of paperwork connected with the program. This was averted by giving teachers an option as to whether or not certain forms would be helpful to them.

In some cases, parents were concerned that the next teacher their child would have might not be in the program. This did not develop into a major problem, as each year more teachers volunteered to become involved with the program.

CRITERIA TO BE USED BY DEVELOPER/DEMONSTRATOR IN THE REJECTION OF ADOPTERS:

A questionnaire, FACTS FOR FAST, will provide the FAST staff with pertinent information about the adopter district and must be completed before training can occur.

During the Decision-Making process, involving a cross section of the adopter district staff, the group will establish goals and objectives for the adopter district. If there is no degree of similarity of priorities between FAST and the adopter district, rejection will be automatic.

Lack of administrative support.

Lack of financial support.

Lack of resources, especially support staff who must have change agent skills.

INSTITUTIONAL CHANGES:

A comprehensive program such as Project FAST requires change in the roles of teachers, building principals, consultants and parents.

The amount of institutional change will vary from district to district dependent upon the degree of reallocation and use of the above personnel.

INSTRUCTIONAL MATERIALS DEVELOPED BY DEVELOPER-DEMONSTRATORS:

Learner-use:

Not applicable.

Teacher-use:

"Project FAST - 'How-To-Do' Box". This box will contain approximately 500 5 x 8 cards organized into a diagnostic/prescriptive teaching system. This set of materials will be used as part of the project training package. The cost will be $35.00 per box. Adopter districts will receive a negotiated number of boxes according to the contract with the Developer/Demonstrator.

TRAINING MATERIALS DEVELOPED BY DEVELOPER-DEMONSTRATORS:

See above: Instructional Materials: Teacher-use.

Video tapes on developmental vision, task analysis, behavioral objectives, learning centers, behavior management, prescription writing, child development, learning disabilities, speech and phonics programs and others. These tapes will be used as part of the on-site training.

Slide-tape presentation, "Overview of Training".

DEMONSTRATION/VISITATION CAPABILITY:

Frequency:

After October 1, visits to the Project FAST Demonstration site will be scheduled weekly on Tuesdays throughout the year to the middle of May.

Limitations or constraints:

From two to eight visitors will be accepted at one time. Visitations should be arranged at least three weeks in advance.

Contact person:

Visitation contacts should be directed to Sonja Tweedie, Dissemination or Herb Escott, Director, 303 Pine Street, Essexville, Michigan 48732 (517) 893-4533. Contact daily between 8:30 and 4:00.

Where visitations may take place:

Visitations begin at the Project FAST Office, 303 Pine Street, Essexville, Michigan. Visitors will be taken to Bush Elementary or Hughes Elementary School if they choose to visit classrooms.

Where demonstrations may take place:

Project FAST staff may make personal presentations at arrangement of facilitator, but full-scale demonstration of program is only available at FAST site.

TRAINING CAPABILITY:

Training as part of the demonstration/visitation:

The demonstration/visitation includes a thorough overview of Project FAST, visits to classrooms and interaction with project staff and teachers. No training is included.

Post visitation/demonstration training:

Training for trainers/facilitators will take place at the Project FAST site. The key facilitator(s) must be on-site for two weeks. Key administrators from the adopter district should plan to be on-site for at least three days.

Constraints:

Project FAST will train a minimum of four and a maximum of six people from each adopter district. Three or four adopter schools/districts can be trained in one session.

How many:

Project FAST hopes to work with six to eight adopter schools/school districts this year.

Representative:

It is recommended that a representative or representatives will be trained to go back to the adopter district and train other volunteer staff members.

Expertise:

Project FAST staff are highly qualified to train adopter districts.

TRAINING SCHEDULE

Training occurs following Phases I and II in the adoption process. This will be scheduled on an individual basis between the facilitator, the adopter district and the project staff.

CRITERIA TO BE USED BY DEVELOPER-DEMONSTRATORS TO JUDGE THE DEGREE TO WHICH THE PROGRAM HAS BEEN IMPLEMENTED:

An instrument is being developed that will assist a LEA in evaluating the degree or success of the implementation by adopter schools or school districts. The objectives outlined on pages 14 and 15 can be evaluated as to whether they were met.

TIME LINE:

Because of the comprehensiveness of Project FAST, full implementation may take from one to two years after training.